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**BULLETIN
OF THE
DEPARTMENT
OF
SECONDARY-SCHOOL
PRINCIPALS
OF THE
NATIONAL EDUCATION
ASSOCIATION**

*Issued Five Times a Year
January, March, April, May, and October*

APRIL, 1928

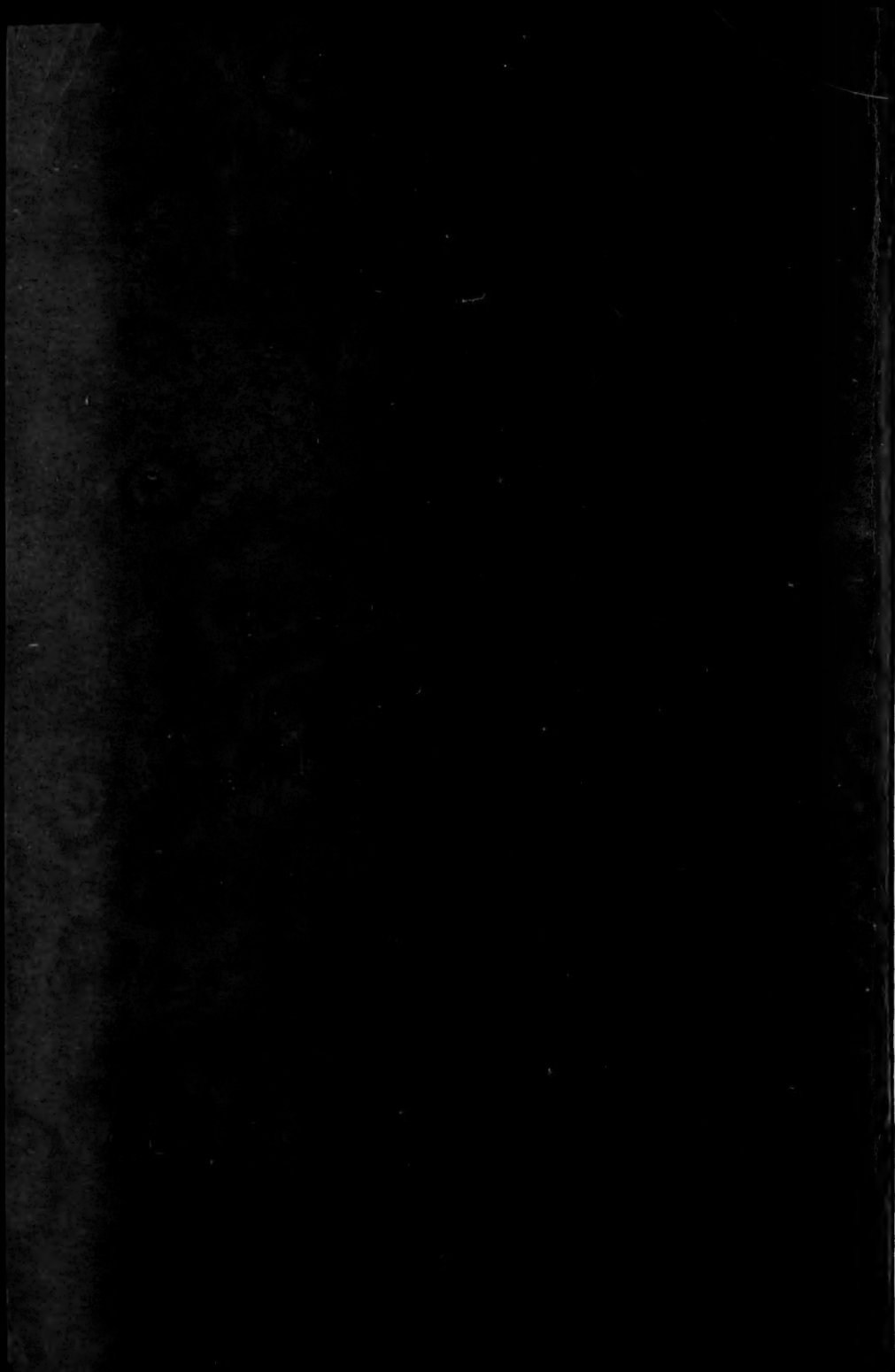
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BULLETIN NUMBER 21

**Secondary-School Administration
Abstracts**

**THE DEPARTMENT OF
SECONDARY-SCHOOL PRINCIPALS
OF THE NATIONAL EDUCATION ASSOCIATION**

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DEPARTMENT
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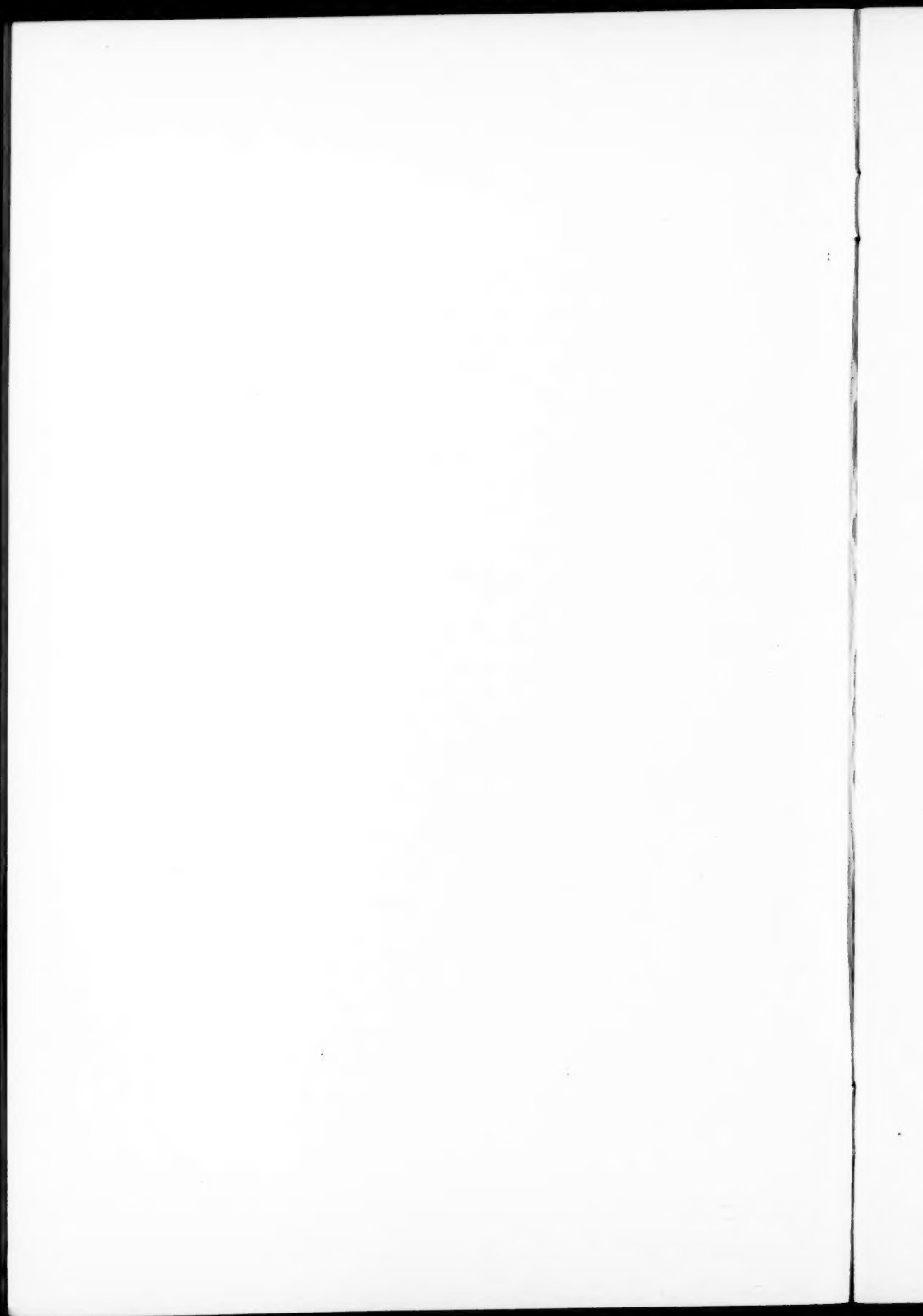
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SECONDARY-SCHOOL ADMINISTRATION
ABSTRACTS

Published under the direction of the Department
of Secondary-School Principals of the National
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Judd Club

The Judd Club is a group of principals of the high schools of the suburbs of Chicago who meet once a month during the scholastic year for dinner and the evening with Charles H. Judd, Director of the School of Education of the University of Chicago. At the meetings administrative problems of the secondary school are discussed.

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These abstracts are free to all members of the Department of Secondary-School Principals of the National Education Association.

ABSTRACTS

BOOKS

MILLER, H. L. *Creative Learning and Teaching*. New York: Charles Scribner's Sons, 1927. Pp. 262.

Creative learning may be started in situations in which information is utilized as the raw material of education. The process is going forward whenever inferences are made in the light of facts controlled by principles or ways of thinking. If distinctions are drawn, if fresh combinations are made, if novel results are achieved, if knowledge is self-tested and reasoned deductions arrived at, one may be assured that creative education has been initiated. The capacity to learn *how* and *when* to say *therefore* in dealing with given data is a promising sign of the creative adventure. The distinctive quality of creative genius may be due to growth along some line of successful experimentation which the school may foster.

Creative teaching is interpreted to mean guidance in self-discovery and self-mastery. Intelligence at work is thinking. In the activity of thought the cultural significance of the power, beauty and structure of ideas is emphasized. Directing study is a general method of teaching pupils to think thoroughly, independently, and completely. The aim is not to give out information in recognizable forms to be memorized or paraphrased, recited, reviewed, tested, emitted, recorded. The aim is rather the discipline that comes from encouraging the pupil to use his own mind in a "free, controlled" environment. The new school is concerned with the development of the self-purposing, self-active, socially-minded, responsible individual who can be trusted with power. Liberty under the law becomes the basis of securing the validity of freedom. To stimulate and guide mental life in a class hour characterized by the work-spirit will take the place of the formal recitation. The procedure comes to be not a repudiation of what went before but a further development of it.

Units of learning, comprehensive and significant in their nature, are substituted for the crystallized and stereotyped lessons. An enriched and diversified curriculum content replaces the doctrine of minimum essentials. Provision for individual differences is made in teaching by means of a projected two- or three-level integration of the materials of instruction comprehended in the new units of learning. Working forward with *no upper limit* in mind within the new units, set forth as challenges (if not prescribed temptations) is conceived to be a provocative method of "intriguing interest and of cultivating pride in achievement. The "intellectual prince" and the "intellectual pauper" are both stimulated to work up to capacity without interfering with each other. The weak student may fail, but the school or college fails lamentably when brilliant and clever students "get by" in a system in which lazy and wasteful habits are

contracted. The unchallenged capable mind is a serious problem in our institutions of learning. Central ideas are pursued within the challenge (or contract). Special contributions may be shared. Understanding is promoted on different levels. There is some substantial, not identical, mastery of common unifying principles. The meanings and relations of information are matters of self-education. There is the possibility of a creative unity without a docile uniformity or a complacent mediocrity. The mystical doctrine of the equality of persons either in general or within standardized groups is no longer entertained.

The deepening and extending of scholarship will be suggested in pursuing the guide lines (core ideas, hypotheses, organizing principles) which are gripped at the center or heart of these new creative units of learning. The individual is challenged to move forward under his own power. Each person swings his own radius about a common starting point. Each pupil is encouraged by clear success at his own level. The concept of extending the mind is constantly employed. An integrated organization of the materials of instruction within a comprehending set of guide lines is a means of making emphatic a dynamic and a searching scholarship. Three principles will assist teachers and supervisors in constructing units of work. The idea of extension is a suggestive guide line. The principle of *quantitative extension* is obvious. More and more exercises of approximately the same difficulty may be used to illuminate a central idea and to stimulate the mind to work in "high" while working. The principle of *qualitative extension* suggests materials of increasing complexity as we move out from the center. The third principle is *enrichment*. Every pupil in a class group will be encouraged to work at those points in the integrated challenge where energizing is most productively exemplified. Performance at any level is evaluated in terms of mastery and understanding of central ideas. A high degree of individualization is encouraged without sacrificing the values of a genuine socialization which has been assumed to be a major function of the conventional lesson-hearing school.

The pedagogical treatment of a unit of learning appears under three essential movement conceived as interlocking phases of the whole challenge. They may appear in a somewhat general sequence, yet it should be clear that any analysis of thinking is an attempt to stop the process in order to get a glimpse of it. Any appraisal on an activity basis involves an entirely different sort of technique: (1) A *problem-raising movement* is postulated the object of which is to arouse interest, to stimulate curiosity, to kindle imagination, to orient the pupil to the challenge—in short, to get started; (2) The *directing-study movement* (in its restricted meaning) may be characterized as a period (varying from a few minutes to two or three days) in which the main drive is individualization and group work is not deleted; (3) A *unifying, organizing movement* usually concludes the work on a given unit of learning. Discussion, debate,

fruitful recitation, exhibition of fine workmanship, dramatization, demonstration of clear thinking are possible forms of this movement.

Diagnostic procedures designed to discover individuality are valuable in the light of a philosophy of life and education expressed in the view that man is by nature a lover of knowledge and that "*you are what you may become*". If sensation is substituted for intellect and if emphasis is laid on the motions and formalisms of schooling instead of the fundamental substance of education, this ideal may never discover itself in practice.

In creative education the teaching procedure takes its cue from the learning process. The teacher's primary duty is to keep out of the student's way by becoming a stimulator and guide in the learning process. Answers to problems will still be given, but the reasons for answers will be more significant. To find out what pupils know is incidental to the adventure of creating situations which will stimulate intellectual curiosity and provoke self-reliant and independent thought. To learn, to explore, to create in ever-expanding measure may be realized if teachers in school and college have the vision and the courage (and are permitted and encouraged) "to kindle consuming flames of curiosity on many altars of truth."

SPAULDING, FRANCIS T. *The Small Junior High School*. Cambridge: Harvard University Press, 1927. Pp. 226.

The handicaps most clearly apparent in the work of the small school are those placed upon its formal organization by limited enrolment. If average membership of twenty-five pupils in each recitation-class is assumed as a standard for the junior high school it becomes possible to predict for schools of differing enrolments the extent to which they may economically adopt the procedures with respect to offering of electives, promotion by subject, special classification of pupils, and departmental teaching which are commonly employed in large schools. In general it may be concluded that schools of fewer than fifty pupils per grade are seriously handicapped in the use of two or more of the procedures, and that schools of fewer than thirty pupils per grade can use none of them in complete form. Under the usual form of school- and class-organization, substitute procedures cannot wholly take the place of customary practice. Certain special types of organization make possible a degree of approximation to the work of the large school. The success of the small school in approaching accepted practice is furthered in particular by the adoption of the junior-senior high school or extended junior high school organization. Complete achievement of formal reorganization is impracticable in the junior high school of fewer than fifty pupils per grade.

Of the restrictions not directly occasioned by small enrolment, the most important are those arising from the number and qualifications of the teachers who compose the staff of the small junior

high school, and the quality of its housing and equipment. A survey of nineteen Massachusetts schools reveals in the majority of instances teaching staffs large enough to provide adequate class-organization, where full use made of the special administrative procedures of which the small school must avail itself. The class-schedules and the types of class-organization in general use, however, do not allow the most effective possible provision for pupils' needs. Teachers have in few cases been specifically trained for junior high school work. Study of their qualifications show a preponderance in separate junior high schools of teachers who lack a desirable background of academic education, and in junior-senior high schools of teachers who have had little or no professional training. In years of experience the teachers as a group tend to be divided between those who are beginning their work as teachers and those who have had so long experience as to raise serious question concerning their adaptability to junior high school work. The junior high school principals, though possessing qualifications superior to those of their teachers, are in most cases inadequately prepared for their work. The failure of local communities to grant them sufficient time for supervision, their lack of preparation for supervisory duties, and especially their apparent lack of thorough appreciation of the problems involved in junior high school education, result often in the absence of any consistent and constructive policy of administration. The housing and equipment of the small schools, finally, is such as to handicap in the extreme the introduction of the type of work which the junior high school demands. Assuming with little change, in most cases, the equipment of old and none too satisfactory elementary or secondary-school buildings, the junior high schools have in general been obliged to conform to the patterns thus set them.

In so far as the Massachusetts schools are representative of such schools in general, the problem which confronts the small junior high school may thus be considered two-fold. Immediate circumstances, on the one hand, demand attention to means by which the small school may parallel as closely as possible the work of the large, not alone in its administrative organization, but to even greater degree in the quality and direction of its teaching. On the other hand, the fact that the small school can never, with reasonable economy, wholly conform to the pattern set by the large school makes desirable the development of a different and more suitable form of organization.

The conclusions reached in this investigation allow the author to suggest a program of studies based upon the principles which underlie the accepted form of organization, and so arrange as to permit use of the special procedures feasible in the small school. The adoption of such a program will represent for the small school a preliminary step toward solution of the immediate problem. Progress in this direction will be facilitated in greatest practicable measure by the provision of supervisory officers better trained for

their work and granted adequate time for its performance. That skillful supervision may be provided, however, and that there may be fullest possible improvement in the direction and quality of instruction, it is essential that communities which find themselves unable to provide adequately for secondary education either limit their school systems to those grades which they can readily support or provide for the consolidation of local schools with those of neighboring small communities.

SYMONDS, PERCIVAL M. *Measurement in Secondary Education*. New York: Macmillan Co., 1927. Pp. 588.

Measurement of general abilities and of achievement in the several subjects of the school curriculum has come to be a significant part of the machinery of high-school administration. Since 1920, the techniques of testing have greatly increased in number and the number of tests used, both standardized and informal, are more numerous than any one survey could embody. The author of this book, therefore, presents type tests to indicate either a technique of testing or a pattern of test construction to assist the high-school teacher and principal in interpreting the field of educational measurement thus far developed.

The first three chapters of the book under the titles, "Why Measurement in High School?" "Why Better Measurement in High School?" and "Methods of Improving Examinations", present an unnecessary campaign for refining our methods of evaluating student achievement. General intelligence tests for high-school use are described in the fourth chapter and their relative virtues are suggested. Rules for giving a test and general directions for scoring conclude the chapter.

The next six chapters are given to standardized tests in use for the teachers of English, mathematics, science, language, social science, and physical education in the order named. Under the caption of miscellaneous tests the author considers existing tests of musical capacity and achievement, drawing, home-economics information, sewing, shorthand, and typewriting.

The author discontinues the discussion of specific tests and introduces the statistical treatment of test results. Although the mathematical implications of the measurement program are dealt with only in an elementary fashion, they are presented effectively and quite sufficiently to interpret for the intended readers the essential aspects of the subject. He then returns to special tests and treats the measurement of conduct, prognosis tests, and tests of clerical and mechanical ability. As a final contribution of several chapters, the author discusses the use of tests in predicting success in high school and college; their use in guidance; promotion; ability grouping; marks and marking systems; and the use of informal tests in teaching.

At frequent intervals throughout the publication reference is made to the historical development of standardized testing. Each

chapter is followed by an extended reference list of the many tests referred to in the body of the book.

HANUS, PAUL H. *Opportunity and Accomplishment in Secondary Education*. The Inglis Lecture, 1926. Cambridge. Harvard University Press, 1926. Pp. 60.

The author states that the academy and high school were first preparatory schools for college exclusively, and were patronized by the children of the ruling classes, not representative of the whole community. To make the high school meet the cultural and vocational training of those who did not go to college, and who were in the large majority, a number of agencies were organized. The first of these of much significance was the New England Association of Colleges and Secondary Schools, which standardized, to some extent, college requirements. Second, the Committee of Ten on Secondary-School Studies broadened the scope of high-school work. Following this, the Committee on College Entrance Requirements of the National Education Association enlarged the scope of college entrance requirements, and standardized them, as well. The College Entrance Examination Board attempted to standardize the quality of the work. The North Central Association of Colleges and Secondary Schools standardized the definition of a high school, its physical equipment, standards for teachers, etc. It helped, also, to standardize the colleges which train teachers for the elementary and high schools. The Committee on Reorganization of Secondary Education introduced the idea of the junior high school. Other regional agencies have done and are doing much to help solve the many problems of secondary education of the day. Mr. Hanus favors a junior-senior high school to meet the needs of all classes of boys and girls from 7th to 12th grade, inclusive, and intimates that the junior college may come within the scope of secondary education. His principal complaint against the high school is that it produces "intellectual flabbiness" instead of "intellectual vigor". He emphasizes the need of a militant attitude in favor of scholarship, and of special care for the superior pupil in a "manner befitting his superiority".

ROBERTS, A. C. and DRAPER, E. M. *The High-School Principal As Administrator, Supervisor, and Director of Extra-Curricular Activities*. New York: D. C. Heath & Co., 1927. Pp. 335.

Coffman, in his foreword, properly characterizes the book when he declares: "The book is not a book filled with mere theorizing. It is not a book of devices. It is a book that illuminates the varied life of the principal. It lists and describes his duties and responsibilities, administrative and supervisory and extra-curricular, in a clear and convincing manner."

Eight chapters deal with the principal's relation to the community, to general control, to his school, to his faculty, to classroom supervision, to extra-curriculum activities, to student government,

and to the individual student. The ninth chapter constitutes a summary of the preceding chapters and attempts to formulate certain criteria which characterize modern high-school principals. Following each chapter is found a bibliography and a series of administrative problems under the significant title of "What would you have done?"

The book is well conceived and well executed. Any high-school principal should get real stimulation and help from reading it. The suggestions are usable because they are made by men who have actually administered modern public high schools. The authors have accepted the existence of the high school as an institution and have wisely limited their discussion to how the chief executive officer can administer the existing institution.

MONROE, WALTER S. *Directing Learning in the High School*. Garden City, New York: Doubleday, Page & Co., 1927. Pp. 577.

The central theme of the book is that learning is an active process and that the teacher is the director of the process. "The child educates himself by participating in such activities as reading textbooks, solving problems, writing themes, listening to explanations by the teacher, observing what goes on about him, . . . answering questions orally, asking questions, . . . making a chair in the shop. It is only by engaging in such activities that the child learns." This general idea is emphasized and elaborated throughout the book. The teacher's task of "stimulating and directing children in appropriate learning activities" is analyzed in detail. Careful distinction is made between appropriate and "any sort" of student activity. The "any sort" type is passed over with a few well-chosen examples of activities to be avoided, but much emphasis is placed on the fact that a teacher's success depends fully as much upon his ability to devise appropriate learning exercises as upon his skill in carrying out the other phases of instruction such as assigning exercises, motivating the doing of them, and testing student achievement. Although the main part of the book is devoted to the central theme, attention is given to other "related phases" of the teacher's task, such as becoming acquainted with the mental and emotional traits of his pupils, having a clear understanding of what the pupil should learn in the field in which he is instructing, and managing the classroom. At the end of each chapter are many learning exercises which the reader is urged to do. The author feels that doing the exercises may be more profitable than spending an equal amount of time reading the text.

KOOS, LEONARD V. *Trends in American Secondary Education*. The Inglis Lecture, 1925. Cambridge: Harvard University Press, 1926. Pp. 56.

Secondary education is in a state of rapid change. There is today a shifting of the function of American secondary education.

There has been remarkable growth in education and the average level of trained intelligence has been raised during the past quarter century. Curriculum changes have been effected which parallel former college courses. Great progress has been made in vocational training, which has been furthered by the Smith-Hughes Act. Certain curriculum adjustments should be made in high schools serving rural communities. Provisions in larger communities should be set up for a curricula of less than four years in length. Application of new techniques in curriculum making and the endeavor to differentiate the content of courses in terms of varying abilities of pupils are present. There is a great expansion of interest in extra-curriculum activities as a means of constructive use of leisure time. Vocational guidance has brought about an abandonment of hit and miss methods. In general there has been a vertical extension of secondary education. The trend is to extend this period of training downward through junior high school reorganization and upward by means of the junior college. The new tendency is toward a 6-4-4 organization of public education.

RYAN, H. H. and CRECELIUS, PHILIPINE. *Ability Grouping in the Junior High School*. New York: Harcourt, Brace & Co., 1927. Pp. 223.

The authors have written the book out of an experience of eight years in the Blewett Intermediate School of St. Louis. The first chapter discusses the inevitableness of ability grouping. The history of ability grouping, the sources of data for grouping, the methods of grouping, and ability grouping in actual operation are all treated. There is a significant contribution on "What do intelligence tests tell us." Fourteen principles for differentiation in treatment of "A" and "C" groups are given. An excellent bibliography appears in the first fifteen pages of the Appendix. The authors have held strictly to their field in that they have carefully restricted the application of their findings to the junior high school and particularly to the seventh grade. The tempting assumption that the principles which apply in the junior high school may apply in the senior high school has been wisely avoided. The book is a real contribution in the secondary field.

MAGAZINES

McVEY, FRANK L. *"Who Should Go to College?"* School and Society, XXVI (October 1, 1927), 410-414.

There are 850,000 students in the colleges and universities of America at the present time; of this number approximately 300,000 enter each year, and half as many graduate. The flood of youth seeking higher education in America has not yet reached its crest. Most of the students admitted to college in this country come into institutions of higher learning under the certification system. This is by no means satisfactory; therefore, limited examinations associated with mental tests and physical examinations are creeping in. Some enthusiasts believe that the junior college will sooner or later become a part of the secondary-school system and that the universities can then place a real emphasis upon their real purposes. Too much stress can be laid upon entrance requirements, courses of study, and accrediting systems. What America wants is a supply of leaders and the college system in this country is providing it. In England only 65,000 persons are in college; in France, 53,000; in Germany, 123,000; in America, more young men go into industry from the colleges than are registered in the universities of England and France. The winnowing and testing to find the best minds should be made in secondary schools. The reorganization of secondary education, the defining of college functions, and the limiting of the universities to their real function would undoubtedly automatically relieve higher education from the vast numbers that now crowd its doors.

SPENCER, LLEWELLYN T. *"College Achievement of Private and Public School Entrants,"* School and Society, XXVI (October 1, 1927), 436-38.

Mr. Spencer combats the arguments of persons who have reported that students in private preparatory schools are superior to students in public schools as regards their ratings on intelligence tests. Mr. Spencer studied the relative performance of students after entrance into college. Comparisons other than by the intelligence test ratings were also made to afford a more complete picture of the difference between the groups. The records of the four classes of 1923, 1924, 1925, 1926 in Yale University were grouped into four divisions: public-school men, private-school men, men preparing at both private and public schools, and transfers from other colleges, who may have originally prepared at either or both types of secondary school. The public-school group was found to be superior to the private-school group in intelligence test scores, academic grades, frequency of graduation, and freedom from withdrawals. The mixed group occupied an intermediate position. The private-school men, surpassed the public school men in entrance examination grades. Transfers were the least successful of the four groups in all respects studied.

"*Vocation Guidance and Training in France*," School and Society, XXVI (October 8, 1927), 450-51.

There is continued progress in France in vocational guidance. The idea of training apprentices in workshop schools is gaining ground. The Trade Union Chamber of Master Locksmiths has just set up one of these schools in Paris. The object of the school is to train young boys in the profession of locksmiths for the building trade. The boys are to be admitted when they leave elementary schools, and they will remain one year at the school. The Chemin de Fer du Nord has at present seventeen occupational schools. Young girls, between 12 and 16 years of age, attend these schools to learn cooking, washing, ironing, and sewing. Almost all of the centers have what is called a "trousseau class," the object of which is to interest the children in making pieces of lingerie for their own use.

BOYNTON, F. D. "*Improving Teachers in Service*," School and Society, XXVI (October 22, 1927), 523-24.

Any adequate plan for the improvement of teachers in service should provide both opportunity and reward—opportunity for the non-college trained teacher to begin and pursue a college course, opportunity for the college trained to go on with graduate work, and adequate reward for both. The author thinks recognition for advanced study should be given by means of salary increments rather than by a system of bonuses. The increment raises the salary level to be paid annually, while a bonus is in the nature of a prize, paid but once, and leaves the salary level unaffected. After the advanced-study increments have been earned and the teacher has been in the service of a given community for the prescribed time, the plan should include a leave of absence for further study and travel on full salary for one semester or on half salary for the full year. The salary increments should be paid only upon the return of the teacher to the service of the community which pays the price for such improvement of the service.

WILKINS, ERNEST HATCH. "*College Teaching*," School and Society, XXVI (November 5, 1927), 567-71.

The quality of the teaching is the measures of the success of the school. A good teacher: (1) Knows his subject and believes profoundly in its significance for the enrichment of human life; (2) Cares about his students and is glad to listen to them talk inside or outside of the classroom; (3) Selects his material rigorously and orders it effectively; (4) Presents his material with some measure of informality, of give and take; (5) Is courteous and helpful to all; (6) Desires the stimulation and the guidance of his ablest students; and (7) Is a born teacher, but he is a made teacher as well, made through friendly contacts with colleagues, through deliberate study of the art of teaching within his own field, through the reso-

lute development of his own powers. True teaching is hard work. It demands: (1) Relentless thoroughness in preparation; (2) Mastery of all that is new and should be known; (3) Long meditation, where the significant and the trivial may reach their true proportions; (4) Eagerness to convey all that which you value so much to every one of those whom you value so much; and (5) Review of individual reports or experiments. Only when the amount of work required is reasonable can the teacher teach his best. Continued excellence in teaching requires a constant revitalizing of the mind. The teacher is constantly giving forth and must necessarily constantly take in. There is no inherent opposition between research and good teaching. If a man has, in addition to teaching ability, the gift of research, if he has the adventurous spirit of the intellectual pioneer, if he combines imagination and infinite patience, then, that spirit is to be cultivated as a precious thing. If research is rightly utilized in connection with his teaching, it may vivify the teaching in the highest degree.

SNEDDEN, DAVID. "*Social Science Studies for Young Teachers*," School and Society, XXVI (November 5, 1927), 571-77.

Attempts are being made to expand and improve the professional preparation of teachers for their work. Specialists in the field of teacher-training think some social studies should be included in professional curricula. Two courses of applied sociology might be used for this purpose: one of these should be designed to improve the teacher's professional "performing powers" in relation to the problems which she will encounter; the other should extend her appreciations of the significant and important sociological aspects of the world in which she will live and work. The author suggests to policy-makers in teacher-training that they include such appreciative courses as these: (a) The sociology of rural life; (b) The sociology of modern American urban life; (c) The sociology of the undersized American family; (d) The sociology of spinsterhood among women from 30 to 50 years of age; (e) The sociology of crime in America; (f) The sociology of vocational specialization as resulting from production with power-driven machinery; (g) The sociology of the American-born children of non-English speaking foreigners.

BRIGGS, THOMAS H. "*Praise and Censure as Incentives*," School and Society, XXVI (November 5, 1927), 596-98.

Since the problem of a supervisor is how to get better results from teaching, he is interested in the effects of various kinds of motives and incentives. True motive on the part of pupils not only produces more work, but also more intelligent and effective work. Genuine motives are possible in only the minority of the high-school assignments. Antithetic incentives frequently used by teachers are commendation, praise, encouragement, on the one hand, and censure, ridicule, and threats, on the other. From Hurlock's experiments,

proof has been given that animals learn faster when rewarded for their trial efforts than when punished, that experienced printers increased their output under promise of a bonus, that pupils improved achievements of several kinds merely through being informed of their scores, and that in every reported experiment incentives of encouragement are superior to those of censure. Students in a state university were asked to report whether they worked better, the same, or worse in high school under twenty-one different situations. Evidence was convincing that commendation, praise, and encouragement are superior to censure, ridicule, threats, and punishment. The latter not only are ineffective with the pupils to whom they are given, but are frequently harmful to the other members of the class. In the Speyer Experimental Junior High School two teachers proved that commendation gets the best results.

STANFORTH, A. T. "*Study in Social Attitudes of a Group of High-School Boys and Girls*," *School and Society*, XXVI (December 3, 1927), 723-26.

This study attempts to discover the attitudes of a group of 240 boys and girls in the Point Pleasant, West Virginia, High School, toward various social activities of the school. In carrying out the study, thirty-three questions, dealing with forms of social activities, were given personally by the superintendent of schools. The questions dealt with clubs, parties, dances, social customs and practices, and management and control. The answers to the questions were tabulated and interpreted. The pupils were unanimous in their belief that all needed social training. A large majority believed that boys should belong to a high-school fraternity. The study indicates that pupils felt the need of having social customs and conventions taught and that by means of this teaching they learn how to meet other people, acquire poise, social conduct, and ease of manner. The pupils felt that most social activities should be planned by a committee of students; that more social functions should be permitted in the school. The study indicates that far more attention should be given to social activities of the high school and that a period for extra-curriculum activities might well be provided during the school day.

"*Increase of Enrollment in the Public Schools of Philadelphia*," *School and Society*, XXVI (December 10, 1927), 740-41.

In Philadelphia the school enrollment has increased 57.8 per cent. during the last twenty-five years as against 49.2 per cent. growth in population. In 1902, only 16,000 boys and girls received the benefits of a high-school education, although 158,000 were enrolled in the school system. Today more than 72,000 are in the high schools, marking the impressive increase of 342.6 per cent. The number of high-school pupils has increased seven times more than the population they represent. New junior and senior high

schools, situated within comparatively short distances of pupils' homes, are pointed to as a reason for the remarkable increase in secondary school enrollment. A varied and enriched curriculum, interesting methods of instruction, the new emphasis laid upon the needs of the individual student and the medical and social guidance the secondary schools afford, also have contributed to the encouragement of pupils to secure a secondary education. The figures furnish an explanation of the rapidly increasing cost of public education.

"The London Schools," School and Society, XXVI (December 31, 1927), 836-37.

A recent report prepared by order of the education committee gives a historical summary showing how London's educational system has evolved from early days when elementary education was mainly supplied by religious organizations. In 1833 Parliament voted £20,000 for public education, this being the first of the annual grants which have been continued without interruption. The most of the acts of Parliament concerning education were repealed in 1921, the enactments being incorporated in the Education Act of that year, which codified and simplified educational legislation. At the present time the government department responsible for the education service of the country is the Board of Education, the president of which is the cabinet minister. One part of the report tells of educational visits made by the children to famous public buildings, Kew Gardens, art galleries and museums, and the Zoological Gardens. When school journeys are made, the school itineraries include continental towns and countries and English manufacturing areas, as well as country and seaside resorts.

"The Ashland School for Adult Education," School and Society, XXVI (December 31, 1927), 837.

The Ashland School for Adult Education will be conducted by a group of "progressive" educators for a period of six weeks during the summer of 1928, from July 30 to September 8. The Ashland Folk High School was founded about fifty years ago, near Grand Rapids, Michigan. It is the oldest of the several schools founded by the Danish settlers in this country and it will be reopened by American educators and conducted on the lines of the "New Education" and in the spirit of the Grundtvigian schools of northern Europe. The school will accept as students high-school and college graduates who have been disillusioned by a few years' contact with actual life, and mentally alert young men and women over eighteen years of age who are seriously trying to find themselves and the meaning of life. The curriculum will be based not upon the usual academic subjects but upon major life problems or situations. The aim of all lectures will be to inspire rather than to instruct, to interpret rather than to impart knowledge.

HARMS, E. L. "*Checking Personal Traits*," *School Review*, XXVI (October, 1927), 617-20.

Administrators have always kept records of the scholastic attainments of their pupils; but within recent years they have found it advisable to check other additional traits. Thus when an employer or a college wishes to learn of a student's honesty, punctuality, carefulness, alertness, and other qualities the principal should be able to turn to the pupil's permanent record for the information. The writer presents a plan which he used successfully to rate students on the following five points: ability to learn, industry, leadership, team work, and social character. The five points are subdivided into 42 "specifics" which each teacher is asked to rate as superior, strong, medium, fair, poor. The writer is of the opinion that the plan is valuable; but that it is too cumbersome as it now stands. He believes that it can be worked over and simplified. Any principal interested in a cumulative record system will do well to study this article.

DAHL, EDWIN J. "*Choosing a Textbook in Senior High-School Social Sciences*," *School Review*, XXXV (October, 1927), 621-26.

The writer proposes a scientific method of choosing textbooks as opposed to the "hit-and-miss" method of cursory examination. Previous to the examination of the textbooks he made an outline which covered all possible social science topics under which the material in the textbooks could be classified. Some of the group headings in his plan were: communication and transportation; the community; national government; protection against accidents, fire, and crime; production; school and education; and miscellaneous. Notation was made of the number of pages given to the discussion of each of these and other specified topics. Also, attention was given to the teaching helps such as, questions, problems, bibliographies, and appendices. By using this kind of plan one is enabled to select the kind of a book he wants because he knows definitely the points on which most emphasis have been placed. The objection that a scientific examination of several books requires much time is met by the reply that the matter of choosing a textbook ought to call for searching analysis. The plan mentioned with reference to social science might well be used as a basis for examination of other books.

GOOD, CARTER V. "*The Variables of the Senior High School Curriculum and the College-Entrance Problem*," *School Review*, XXXV (November, 1927), 686-91.

Formerly the curriculums in the high school were dominated by the college. Now it seems that the high schools plan their own curriculums and ask the college to accept their graduates regardless of the kind of courses which they pursued in high school. State

supported colleges and universities are obliged to accept them. It is a difficult task for any college to offer courses which will meet the needs of those who have been following such widely divergent curriculums as are offered by most high schools. An analysis of the curriculums of twenty-nine senior high school systems in the largest cities revealed forty-two different titles for social science courses. The standardization of terminology would eliminate confusion for those in charge of college admissions, for the pupils who change from one school to another, and for workers in the field of secondary education. The question is raised whether a prospective, or potential college students ought to be permitted to pursue courses which will not fit them for academic work.

WHITTEN, C. W. "*Some Disquieting Aspects of Our Athletic Program*", *School Review*, XXXV (December, 1927), 736-50.

The author does not have the attitude of a sports promoter. He believes that there can be no justification for the expenditure of time, thought, and money on school athletics unless they make at least a partial contribution to our educational aims. It is apparent that more progress has been made in perfecting the games and in the business management of them than in the use of the games for the education of our youth. This condition has been brought about by the interest which the public has in thrills to be gained from the players in action; and from the desire of each side to win the game. The writer believes that, "Such evils as may be found to exist in connection with school athletics are all due to the yielding of coaches and principals to the constant temptation under which they labor, the temptation of shifting emphasis of their work of education to exhibition—of becoming showmen instead of teachers, and of catering to the 'victory complex' of the average spectator." The principal should see to it that his school does not participate in an excessive number of games; that the rules of the state association are adhered to at all times; and that the educational ideals always surmount the sporting motive.

COWING, HELEN H. "*Failures in Our High Schools*," *School Review*, (December, 1927), 760-66.

Despite the fact that schools are adapting the curriculum to the needs of individuals, there are many students who will not take advantage of their opportunities. They must repeat courses in which they failed or pursue other make-up courses. Analysis shows that those who must repeat their courses are often the lazy, indifferent trouble-makers who manifest no genuine interest in scholastic endeavor. They enjoy the social and athletic life of the school, and are not particularly humiliated by scholastic failure. The question may well be raised? "Should not the student or his parents pay for the repetition of a subject?" This is not aimed at the student who is mentally limited who is doing his very best; but at the loafer who is not a good example or influence for other students.

The suggestion is made that each student be given 16 units of instruction at state expense. Whatever he lacks at graduation would have to be paid for by himself or his parents at the rate per unit as paid by the state for the average of the 16 units it has given him without charge.

ISVIK, E. R. and PARR, F. W. "*Handwriting in the High School*," School Review, XXXV (December, 1927), 776-79.

The authors feel that there should be a definite program in every high school to improve the quality in handwriting of those pupils who did not develop that skill sufficiently when in the elementary school. Tables are presented to show the situation in Iowa. A program is suggested which, if carried out, will raise the quality of this important factor in any high school. To determine what quality of writing the high school should demand, three references are suggested. Frank N. Freeman, University of Chicago, learned from a questionnaire sent to fourteen business firms that a quality of 60 on the Ayres scale was satisfactory. L. V. Koos, University of Minnesota, from the judgments of 826 adults; and from examination of the writing of 1,127 employees found that 60 on the Ayres scale was adequate for social and industrial writing. A committee on handwriting in the Department of Superintendence reported that a child should have gained a quality of 50 and a speed of 70 by the end of the sixth grade. If this proficiency has not been gained by that time drill should be maintained in the seventh and eighth grades for those who need it. A survey of every high school should be made. Those students in the ninth and tenth years deficient in handwriting should be compelled to report for practise twice weekly until each attains suitable proficiency.

MORRISON, J. CAYCE: "*School Savings Banks from the Viewpoint of Parents and Teachers*," Educational Administration & Supervision, XIII (October, 1927), 489-94.

The first school savings bank was established at Beloit, Wisconsin in 1876. Another was established in Long Island City, New York in 1885. The American Bankers' Association, since 1910, has done the most toward furthering interest in the project. In order to get the opinion of parents and pupils, superintendents of six cities ranging in population from 6,000 to 450,000 cooperated in submitting four questionnaires; one to the principal, the second to the teachers, the third to the pupils, and the fourth to the parents. The chief matter of concern was the motive on the part of the pupils and parents. Of 2,232 cases, 1,395 parents and pupils agreed as to the motives. Fifty-one different specific motives were given, the most frequent being: For further education, 43; For future use, 15; For clothing, 9; To form the habit of saving, 8. As to the sources of deposits many parents had little knowledge. Sixteen per cent of the children worked for all their money, 36 per cent had all their money given to them, 48 per cent worked for part and

received part as gifts. Some of the plans to foster thrift are open to criticism, e. g., contests and publicity. There is little doubt as to the value of school savings banks as a means of teaching thrift—the art of wise saving for wise spending later.

REMMERS, H. H. and BRANDENBURG, G. C. "*Experimental Data on the Purdue Rating Scale for Teachers*," Educational Administration and Supervision, XIII (November, 1927), 519-27.

Scale reliability is synonymous with validity. To test the reliability two forms of the scale were used, one in which the zero end of the scale was placed by chance at either margin of the paper, the other where the zero end was placed always at the right. This was to avoid a mental "set". Principal conclusion: (1) Student judgments measured by this scale have a considerable degree of reliability; (2) There is no evidence that the "halo" effect is secured by placing the zero value always at one end of the scale; (3) The absolute scale values between traits are probably not directly comparable; (4) Students can discriminate among various traits for the same instructor and among different instructors for the same trait; (5) To the extent that the ratings on the scale are reliable and valid, it becomes an instrument for the self-improvement of instruction.

RAINEY, HOMER P. and ANDERSON, HILMA. "*An Experiment in Classifying High-School Pupils on the Basis of Achievement*," Educational Administration and Supervision, XIII (November, 1927) 528-44.

Students in the Lincoln High School, Portland, Oregon, were the subjects of the experiment. The student body was heterogeneous. Division was made on the basis of past achievement in a given study and an effort was put forth to group the excellent and good students, and the fair and poor students in separate sections. Classes in the former ranged from 25 to 35; in the latter the maximum was 18. As far as possible teachers were given an equal number of classes of both types. The principal conclusions were: (1) The plan used is superior to the old haphazard classification; (2) Terman Group intelligence tests and the Portland plan can not be used interchangeably as a basis for classification; (3) A 12 per cent reduction in number of failures resulted; (4) The plan is not applicable in a small high school (100 pupils or less).

GOOD, VIRGINIA and GOOD, CARTER V. "*A Study of the Dean of Girls in Secondary Schools*," Educational Administration and Supervision. XIII (December, 1927), 599-610.

The position of dean of girls was established by Ella Flagg Young, Superintendent of Schools, Chicago, Illinois, in 1913. A comprehensive study in 1917 showed that of 3,658 schools, 365 had a dean of girls; in 1922 a limited sampling study showed 139 out of 500. Illinois, New York, and Ohio lead in number of schools

having a dean of girls, and the majority of schools use that title; the rank in most cases is that of teacher; most of the deans have an academic degree; about one third have had special training for the position; the ages of the majority lies between 30 and 50; the great majority have had from 10 to 30 years of experience; about a third have had other than "school" experience before becoming deans, about one-third do no teaching; the range of salaries is great. Qualifications of deans, in descending order of frequency were found to be: sympathy, character, personality, tact, social experience, appearance, administrative ability, etc. The duties usually deputed to deans are: behavior of girls, the school's social program, attendance, students' programs, health, vocational guidance, registration. A private office is frequently assigned to the dean and records of attendance, tardiness, misconduct, health, personnel, etc. are kept. The consensus among principals seems to be that the office of dean of girls is of great value to the school.

RUNNING, J. E. *"The Daily Program of the High School,"* School Board Journal, LXXV (October, 1927), 45-7.

Prevailing practices in the making of the daily program were reported by 317 high schools representing all the states and the District of Columbia. The time of morning roll call ranges from 8:00 to 9:30, with 8:30 as the mode; the buildings are open to pupils from 6:00 to 9:00, with 8:00 as the median; dismissal times ranges from 12:30 to 4:30, with 4:00 as the mode and 3:30 as the median. Over one-third of the schools do not dismiss for lunch. The median for number of recitation periods is seven and median for length of periods 45 minutes. Most schools use a three minute passing period. The five minute period is used by a large number and may deserve to grow in favor. General assemblies are usually held once each week sometime during the forenoon. Friday is the most popular assembly day and Tuesday the least popular. Provision for supervised study was reported by less than one-third of the schools. Some reported the plan abandoned a year or two ago. No preference is indicated as to the best arrangement of subjects in the schedule. High schools differ greatly in their use of the school day and such a check list as this study affords will help to modify extreme practices unless they can be justified by the peculiar conditions that surround certain specific situations.

STOCKINGER, W. A. *"Standardizing the Management of High School Athletics,"* School Board Journal, LXXV (October, 1927), 66.

The Indiana Research Club of City Superintendents has collected data from 59 representative high schools in Indiana concerning the standardization of athletic management. Most of these schools have athletic associations made up of both pupils and teachers; about a third have their own basketball floors with a seat-

ing capacity up to 6000; the price of admission is from 35c to 50c; fifteen dollars and expenses is the usual price for referees; and nearly two-thirds of the schools give athletic awards. A large majority of the principals reporting are convinced that high-school scholarship has been raised by athletics. Improved organization and management of athletics in recent years has resulted in better sportsmanship, courtesy, hospitality, and sociability among high-school students.

TOWNSEND, MARION E. "*The Function and Organization of Educational Research Bureaus*," School Board Journal, LXXV (November, 1927), 37-40.

Information regarding educational research bureaus was collected from 69 cities of the United States. From the data an attempt was made to define educational research, to indicate present trends which should be encouraged or discouraged, and to suggest the most desirable plan of organization. The chief objections to present organization are over-emphasis on the mere testing function; placing the supervisory responsibility within the bureau; and inadequate staffing. Among the major lines of endeavor in educational research are child accounting; curriculum experimentation; study of financial problems, building programs, textbooks, and supplies. The widening and adequate development of the research field depends at present on the organization of a sound research procedure in our larger cities.

BENDER, JOHN F. "*Irregular Attendance—Its Effect and Reduction*," School Board Journal, LXXV (December, 1927), 45-6.

Adequate attendance laws will eliminate very largely the greatest waste, next to poor teaching, in public education. Reports from various states on school attendance show an annual material loss in each state ranging from two to thirteen million dollars. The loss in school morale and in the discouragement of teachers and school authorities is perhaps as important as the material loss. Where adequate attendance laws have been passed and strongly enforced, marked improvements in both enrolment and attendance have resulted.

BANKER, HOWARD J. "*The Significance of Teachers' Marks*," Journal of Educational Research, XVI (October, 1927), 159-71.

School marks have had a significant history. The present systems of letters or groups was preceded by a percentile system which measured to the hundredth part. More modern practice tends to emphasize systems which will make judgments of teachers conform to a normal curve of distribution. These statistics are taken from five schools of various types and each shows that the normal curve is skewed one way or the other in each case. Four

reasons are advanced in explanation: (1) Nature of marking scale; (2) Faulty grading; (3) Selective elimination in advanced classes; and (4) Student personality.

CARROTHERS, GEORGE E. "*Health and Physical Efficiency of City Teachers.*" *Journal of Educational Research*, XVI (October, 1927), 184-97.

Teacher sickness, and consequent absence from school, was studied in the Cleveland schools. Statistics gathered indicate the following: (1) Women in every type of school have more absences than men; (2) Married women are absent more often than single women; (3) Unmarried men are subject to more sickness than married men; (4) Size of class, location, type of school, age, extra teaching, experience, and the like have far less to do with absence than is generally assumed; (5) Some evidence emerges that plenty of hard work may be a boon to health rather than a conclusive cause of illness.

BREED, FREDERICK S. "*Factors Contributing to Success in College Teaching.*" *Journal of Educational Research*, XVI (November, 1927), 247-53.

The judgments of fifty-six faculty members in the University of Chicago and one hundred students in the same university on what constitute the more important qualities of successful college teaching are studied. Thirty-four correctly selected instructional activities were listed under five heads: (1) Knowledge and organization of subject matter; (2) Skill in instruction; (3) Personal qualities; (4) Professional development; (5) University coöperation. Strange as it may seem, both the faculty and the students rank each of these qualities in the same order. This would seem to indicate that the judgment of students is and will be quite as reliable and perhaps more important in a further study than is the mere judgments of faculty members.

CONKLIN, EDMUND S., BYROM, MELBA E., and KNIPS, ALTA. "*Some Mental Effects of Menstruation.*" *Pedagogical Seminary*, XXXIV (September, 1927), 357-67.

There has been very little investigation on this subject. "It has been too well protected by taboo and tradition". The investigation was made by the use of a questionnaire which was sent to 486 high-school girls. The study represents "an attempt to determine some of the changes of attitude and feeling which take place during the menstrual period". Four hundred sixty-five high-school girls answered the questionnaire, and of the number 94 or 20% were in period at the time. Twenty-four per cent reported no discomfort during the period, 43% slight discomfort, 25% moderate pain, and 9% intense pain. In athletics 37% reported their attitude or behavior unchanged during the period, in dancing 54%, in social

contacts 50%, in self criticism 54%, in self confidence 44%, in criticism of others 55%, in regard to the opinion of others 30%, in talking 47%, in physical activity 35%, in mental activity 57%, in studies 33%, in class work 42%. As a rule the changes reported were introvertive in nature. "The frequency of introvertive reactions increased rapidly with every reported increase in the amount of discomfort and pain."

TROW, WILLIAM CLARK, *"The Leisure Activities of Students and Their Instructors."* Pedagogical Seminary, XXXIV (September, 1927), 406-14.

The proper use of leisure time is one of the objectives of education. This study was undertaken to find out what the favorite pastimes are of some teachers, and of some that will be teachers, outside of their own special line of work. A questionnaire, containing the following list of opportunities for enjoyment of leisure time, was filled out by 50 seniors in a large Cincinnati high school, 34 teachers in two Cincinnati high schools, 34 graduate students in the College of Education in the University of Cincinnati, 81 graduate students at Ohio State University, and 68 graduate students and 68 faculty members of Yale University: music—operas, symphony concerts, recitals; musical shows—vaudeville, burlesque, cabaret, etc.; dances; plays; motion pictures; athletic contests; lectures; church services; museums and art galleries; indoor games—cards, checkers, chess etc.; social meetings—clubs, lodges, etc.; outdoor or gymnasium games or periods of exercise—basketball, golf, etc.; walks in the country; magazines—non-professional—read regularly; magazines—non-professional—read occasionally; newspapers—read regularly; books—non-professional. The result of the questionnaire showed that movies are the most nearly universal pastime. Then follows, in order of preferment, newspapers, books, social meetings, magazines, and plays. The least universal are dances, outdoor and gymnasium games or periods of exercise, museums and art galleries, musical shows, and walks in the country. The number of activities participated in by the different groups is quite uniform. Many teachers and many of those who expect to become teachers seem to have "little interest in or appreciation of many things that the world has found of worth, such as physical exercise, literature, music, art, and religion". The outside interests tend "to narrow with graduate training and with professional advancement".

HOWARD, WILBUR. *"An Experiment in the Use of Visual Methods of Instruction,"* Journal of Educational Method, VII (November, 1927), 83-7.

The Wendell Phillips School of Boston experimented to see whether or not visual education is of value in eighth-grade geography classes. The pupils of three such classes were selected of fairly parallel ages and ability ratings and were taught by the same teacher. In Class 1, facts were taught without visual aids outside

the textbook. In Class 2, the fact method was supplemented by clipped pictures, photographs, post cards and exhibits. In Class 3, stereographs and slides were added to what the second class used. Periods were of the same length and number, and the same emphasis was given to points studied. When tested on facts and the application of facts, Class 3 made the highest score, and Class 2 the next highest.

GOLDSTEIN, H. M. "*Pupil Rating and Report Cards*," Journal of Educational Method, VII (December, 1927), 128-33.

The author has made a study of the report cards used in more than sixty cities of the United States. Current practice is as follows: (1) The use of some form of report cards is practically universal in these cities; (2) Three-fourths of all schools issue cards at least six times a school year; (3) The practice of rating in specific subjects is nearly universal; (4) About half use literal marks (A, B, C, etc.); (5) There is no uniformity in the size and makeup of cards, but the author recommends a four-page folder, not too large; (6) Over half the schools rate students in personality traits and this tendency is increasing; (7) Many schools give general printed suggestions for improvement of pupils' work, a few provide space for teachers' remarks, and a few others give space for and invite parents' remarks and suggestions.

The author makes some interesting suggestions as follows: (1) The obvious disadvantage of the normal probability basis for the distribution of school marks may be overcome by the use of *grade* standards, rather than class standards, in conjunction with the use of standard tests; (2) A good report card should contain: (a) Ratings in scholarship, subjects listed; (b) Ratings in traits (self-control, obedience, courtesy, cooperation, service, initiative, self-reliance, effort, and industry); (c) Ratings in health (cleanliness, physical record items, hygiene, posture, play); (d) Suggestions for improvement; (e) Place for teacher's comments; (f) Place for parents' comments; (g) Provision for self-rating by pupil in some items, where self-rating is feasible; (h) Provision for noting improvement and giving encouragement.

HARRIS, T. H. "*Sources of Revenue for School Support*," Journal of Education, CVI (October 3, 1927), 299-301.

Practically all states secure funds for the maintenance of public schools from: (1) The interest on permanent funds derived usually from the sale of school lands; (2) Direct appropriations by the state legislature; (3) A stated millage on assessments; and (4) Special taxes provided for by constitution or law. The special taxes are of many kinds: poll taxes in almost every state; taxes on tobacco, gasoline, oil, license fees of various kinds; and other taxes less commonly levied. It has become increasingly evident that new sources of public-school revenue must be found for, with our in-

creasing population and our insistence upon larger school training for all children, present sources will very soon be altogether inadequate. In spite of opposition from powerful interests many additional classes of property will ultimately be taxed to meet this need.

SAMUEL ENGLE. *"Ideals in Pupil Classification,"* Journal of Education, CVI (December 5, 1927), 551-54.

The revision of the scheme of pupil classification which began with the introduction of the K-6-3-3 plan has led students of the problem into many fields of research and has modified very radically our notions of pupil grading. Every student must be considered atypical and must be studied and directed in the light of his individual capacities and shortcomings. This has meant, in many schools, an elaborate system of appraisal tests and personal coaching and guidance of those needing assistance. Ideally, if the school could meet each pupil's requirements fully, there would be no such thing as nonpromotion for the one who is slow to grasp his work but each would progress at his own speed. The trend to-day is shown to be in that direction.

ERNEST J. JAGUA. *"The Claremont Colleges,"* Progressive Education, IV (October, November, December, 1927), p. 295.

That the small college has developed, through its close personal influence with students rather than through laboratories, libraries, and massive buildings is well known. That the absence of equipment lessened their efficiency is equally well established. Claremont colleges, when completed, will, through a small group of independently organized and administered colleges, provide major laboratories, museums, libraries to be used in common. Pomono, one of the group, though only forty years old, and having only 750 enrolled, is respected for intellectual thoroughness, and for social and spiritual life. Only 20% of girl applicants have been accepted.

Scripps Colleges, bearing the name of its founder, Miss Ellen Browning Scripps, is another of the proposed group, founded as the second unit. Miss Scripps donated land and an initial endowment to insure the erection of the college for women in 1925. The Board of Trustees was chosen in 1926. The college is to limit its enrollment to 250. The Freshman Class has 51 members. The underclass curriculum provides fundamental, liberalizing, orienting courses, pre-professional preparatory training course with no close distinction between cultural and vocational, for women's life of today.

BULLETINS

"Why Advisers in Secondary Schools," Public School Bulletin, Providence, R. I., November, 1927.

The guidance organization exists for the purpose of putting our ideals and theories into practice by differentiating the school program of pupils according to their needs, abilities and desires. To meet individual differences high schools offer a wide range of electives which puzzle the pupil in making a selection. In addition schools have increased in size and in departmentalization of instruction and no one is definitely responsible for the problem of studying the child. Plans have been developed to care for this need, such as the appointment of full time deans and advisers and the use of part time advisers. The last plan is in use at Providence and some of its main features are: the formation of groups of pupils of convenient size in order that the class adviser may know each child, the group is continuous and group records are kept for guidance; the home-room guidance is coordinated by class adviser chairmen of the home-room teachers; and the centralization of all guidance agencies is secured in high school and junior high school through the department of research and guidance.

Report of the Private School Teachers Association of Philadelphia, Haverford, Pa., 1927.

The recent report of the results of a research program conducted by twenty-six schools of The Private School Teachers' Association of Philadelphia throws into sharp contrast the scholastic standards of public schools and those of private schools. The report explains why the same sets of standards cannot be used for both, and sets forth norms for aid in the proper classification of private school students. The sixteen tables included in the report provide norms and ranges for the various grades in chronological age, mental age and educational age. The procedure in using them is described and examples furnished. Requests should be addressed to R. C. Clothier, Chairman, Haverford, Pa.

BOOK NOTICES OF ACCESSIONS

GENEVIEVE DARLINGTON

ANDERSEN, LEONORA. *An Athletic Program for Elementary Schools Arranged According to Seasons*. New York: A. S. Barnes & Co., 1927. Pp. 134. \$2.00.

Gives practical help in organizing and conducting play activities to the teacher in the elementary school who has had little or no training in physical education, and offers the teacher of some training a definite program of procedure adapted to the needs of growing children.

BERRY, ELMER. *The Philosophy of Athletics, Coaching, and Character with the Psychology of Athletic Coaching*. New York: A. S. Barnes & Co., 1927. Pp. 214. \$2.00.

Dr. Berry believes that a vague unstated belief in this "philosophy of athletics" is the reason for the present great popularity of athletics and physical education, and attempts to ascertain a psychological basis for their ethical values. He suggests psychological methods by which coaches should proceed in order that the objective of modern education—good citizenship—may be further realized.

GIST, ARTHUR S. and KING, WILLIAM A. *The Teaching and Supervision of Reading*. New York: Charles Scribner's Sons, 1927. Pp. 337. \$1.80.

Provides stimulating exercises and suggestions for principal, supervisor, and teacher of reading, and interprets for their uses the various materials, facilities, equipment, and procedures required for the realization of modern objectives in reading.

GORDON, NEIL E. *Introductory Chemistry*. Yonkers-on-Hudson, New York, World Book Co., 1927. Pp. 608. \$2.20. New World Science Series.

In order to give some flexibility to the work in chemistry in accord with modern educational practice, this book is arranged into two parts: Part I contains the fundamentals of the science which are prescribed by the College Entrance Board for a year's high school credit; Part II consists of topics from which selection may be made to supplement the course in accordance with the class needs. "Supplementary reading" at the end of some chapters.

KENNEDY, MARION and BEMIS, KATHERINE I. *Special Day Pageants for Little People*. New York, A. S. Barnes & Co., 1927. Pp. 48. \$1.50. Pageants with a Purpose, edited by Linwood Taft.

Each pageant, based on educational and psychological principles, develops a theme, and drives home a subtle and sustained lesson. For first to fourth grades inclusive.

SECONDARY-SCHOOL ADMINISTRATION ABSTRACTS

MEYER, HAROLD D. *A Handbook of Extra-Curricular Activities in the High School, Especially Adapted to the Needs of the Small High School.* New York, A. S. Barnes & Co., 1926. Pp. 402. \$4.00.

Mr. Meyer, Associate-Professor of Sociology and Chief of the Bureau of Recreation and Community Development in the University of North Carolina, offers suggestions to leaders and supervisors of activities, stresses the purposes and values of each activity, and leads those interested to further study. Selected bibliographies are included.

SHEFFIELD, LYBA and SHEFFIELD, NITA. *Swimming Simplified.* Revised and Enlarged Edition. New York: A. S. Barnes & Co., 1927. Pp. 297. \$2.00.

A text offered to meet the educational, physical-educational and swimming demands of the universities, schools, clubs, camps and recreational centers as well as the needs of the individual man, woman, or child.

SUMPTION, DOROTHY. *Fundamental Danish Gymnastics for Women.* New York: A. S. Barnes & Co., 1927. Pp. 189. \$2.00. Athletics for Women Series.

The author has modified the various activities so as to harmonize them with the interests, ages, and physical capacities of American girl and women students. The informal method of presenting the exercises lends opportunity for the individual to develop skill and rhythm in a less artificial fashion than has formerly been utilized in other types of gymnastics.

THOMAS, CHARLES SWAIN. *The Teaching of English in the Secondary School.* Revised Edition. Boston: Houghton Mifflin Co., 1927. Pp. 604. \$2.40. Riverside Textbooks in Education.

Presents a theory of the purposes of the study of English, and an analysis of methods of teaching the subject that are designed to achieve these purposes. The newer portions of this revised edition are largely in the nature of amplifications. There is a separate section devoted to Spelling, and new chapters have been added on Scales and Measurements, and Precis Writing. Lists of study questions have been added.

WHITAKER, LILY C. *Spoken Thought, a Textbook on Vocal Expression for Use in High School, Normal Schools and Colleges.* New York: A. S. Barnes & Co., 1927. Pp. 596. \$3.00.

Aims to cultivate in the student originality of thought as opposed to imitations and set rules. It is adaptable to grammar grades in the hands of the teacher.

DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS

WALKER, J. GRACE and BARTELS, NELL F. *Adventures Wise and Otherwise. Habits and Skills: Book I. Ninth Grade.* New York, Harcourt, Brace & Co., 1927. Pp. 57. \$.50.

Planned to provide drill for developing the necessary habits and skills of expression, this pad is divided into ten units, each of which represents a month's work. It can be used by alert eighth graders or by tenth grade pupils who are not proficient in grammar and punctuation.

LYON, LEVERETT S. and BUTLER, A. MARIE. *Vocational Readings.* New York, Macmillan Co., 1927. Pp. 571. \$1.68. Junior High School Series.

Prepared as a companion volume to the text "Making a Living" these selections have been chosen to add emphasis to ideas expressed in that text, or to amplify or illustrate thoughts or descriptive material which the limitations of a textbook rendered more brief than was desirable, or to make possible the expression of a variety of points of view from many sources. It may serve as collateral to other books on vocations, civics, business or community life.

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